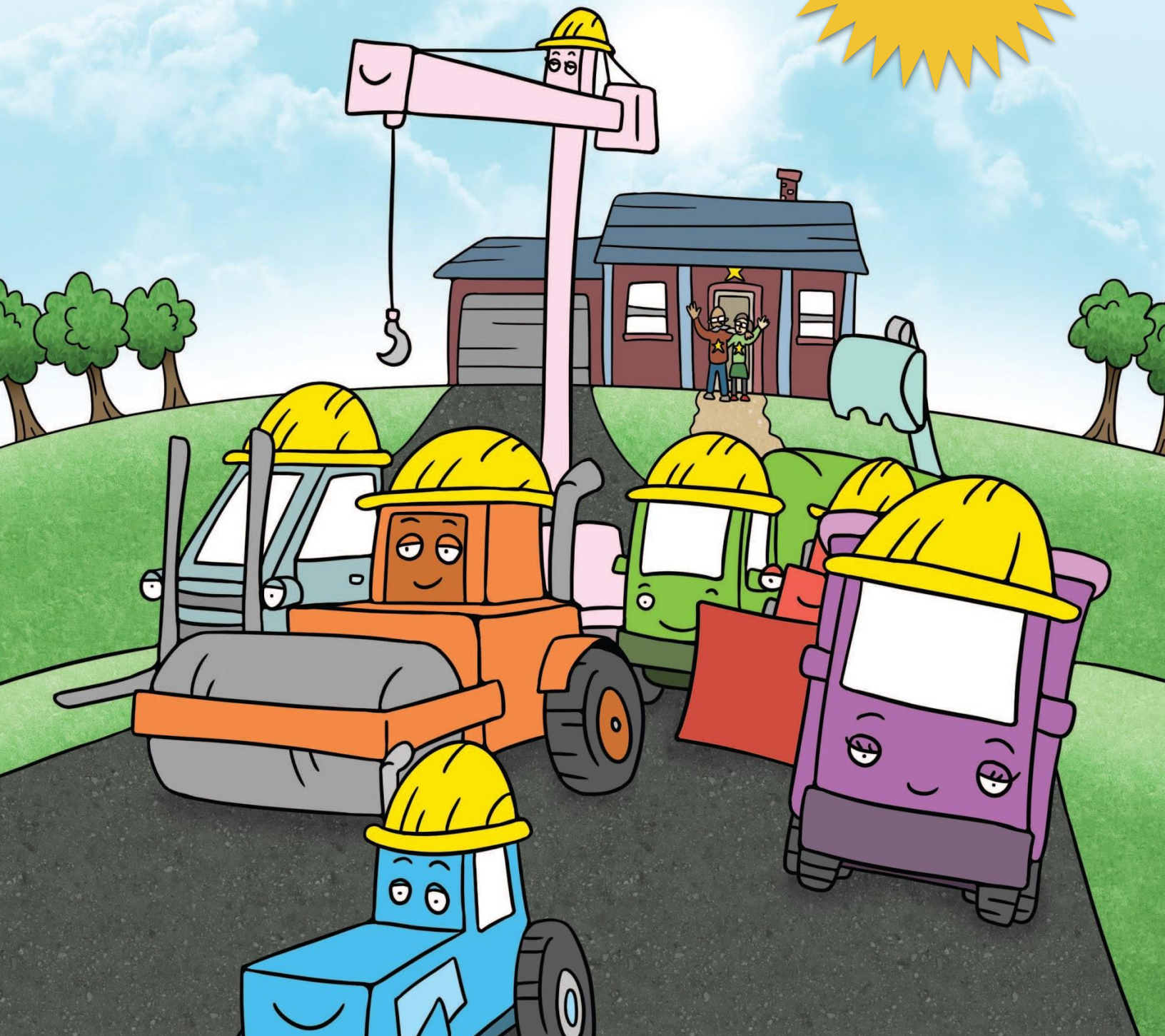


Unit 3

Building and Construction

PK4





Unit 3

Building and Construction



AppleTree

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PK4 Unit 3 Overview



Dear Families,

Welcome to Unit 3! In Unit 3, your child will learn about the construction process - including making blueprints, construction workers, and the tools they use.

Unit 3 Books



- [*Just Right: Lou, Lou and the Bears*](#) by Felicia Truong
- [*Go Outside and Play*](#) by Felicia Truong
- [*Tying My Shoes*](#) by Julie Fowler
- [*Mr. Star's New Home*](#) by Mitchell Stevens

ECR @ Home Activities include designing and building bridges, sorting shapes, counting to 15, and doing experiments to learn about roofs, foundations, and roads. They will also start to think about people's feelings, feeling left out, and feeling proud of their achievements.

Unit 3 Vocabulary

amusement
park

blueprint

bridge

building

construction

feelings

goal

problem

ramp

road

tool

Week 1

PK4 Unit 3 Week 1 Overview

Structures and Buildings

This week your child will:

learn about the foundation of a building and story problems and goals. They will also practice counting to 15 and sorting shapes.

Key Vocabulary



building

a place like a house that has a roof and walls

goal

something that you want and you are trying to get or do

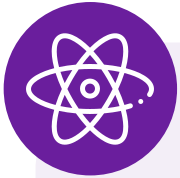
problem

when something is wrong

Create Connections

**Think
About It!**

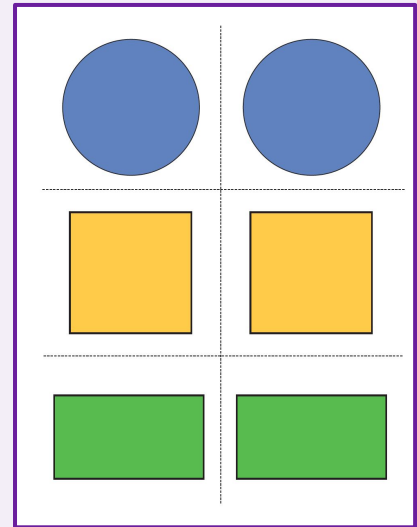
This week, you will learn about buildings. Before you begin the packet, think about what kind of buildings you like. Draw your favorite building.



STEM: Sorting Shapes

MATERIALS: [Shapes](#) cut into cards

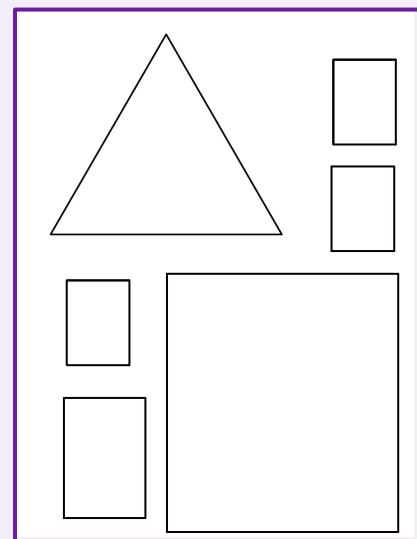
- With your child, name the different shapes on the cards.
- Say, **Find 2 shapes that are the same and put them together.**
- Have your child independently sort the other shapes.
- Keep the shapes for other activities during the unit.



Independent Learning: Shape Building

MATERIALS: [Building Shapes](#), glue, scissors, paper

- Cut out the shapes for your child. Say, **You can glue these shapes to make a building.**
- Have your child independently be creative and make the building.
- After, talk about the shapes they used.
- Say, **Tomorrow, you'll add features like the doors and windows.**
- Save the building for tomorrow's Building Features activity.



Monday

PK4 Unit 3 Week 1 Day 1



Literacy: What is a Problem?

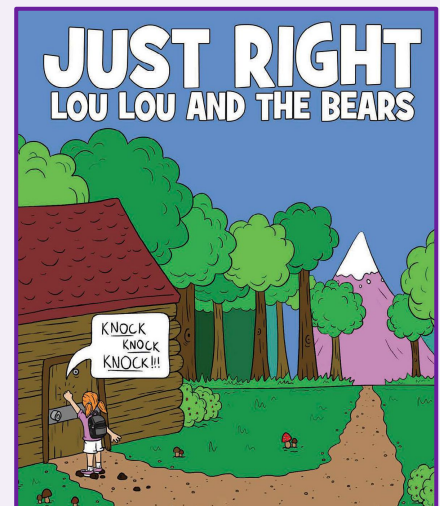
- Say, **A problem is when something is wrong. Have you ever had a problem?**
- Talk with your child about their problem and what they did to try to solve the problem. You can also share about a problem you had to give an example.

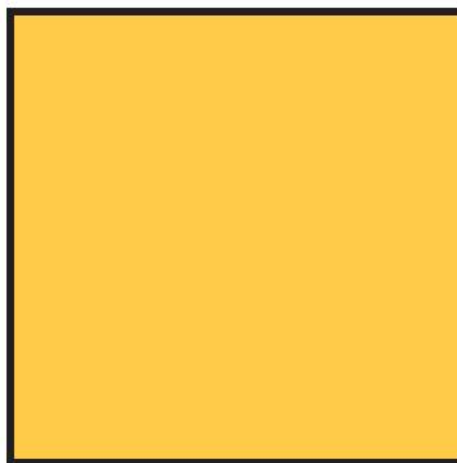
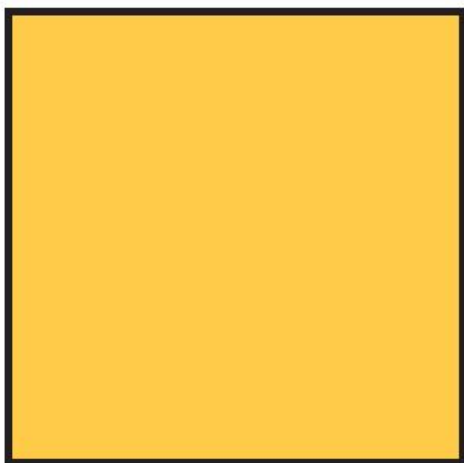
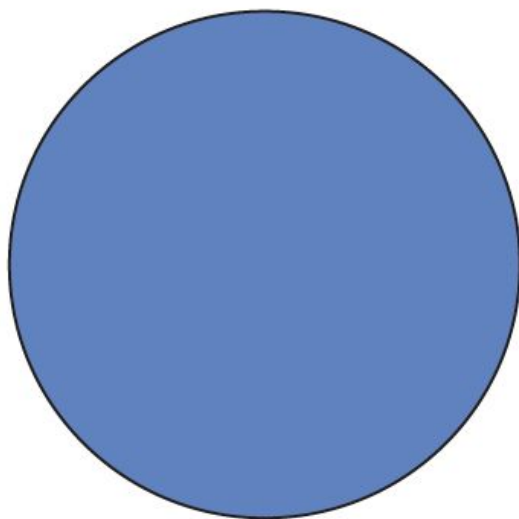
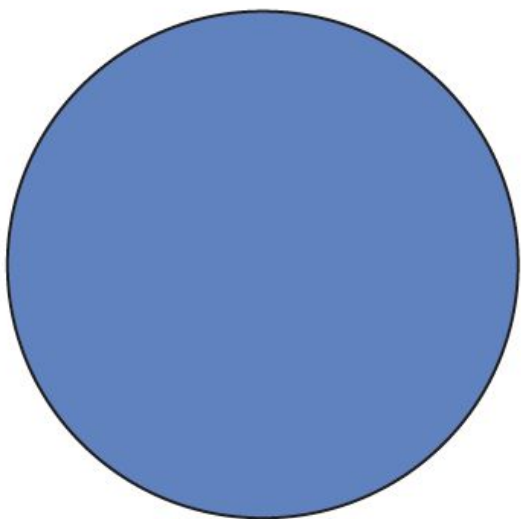


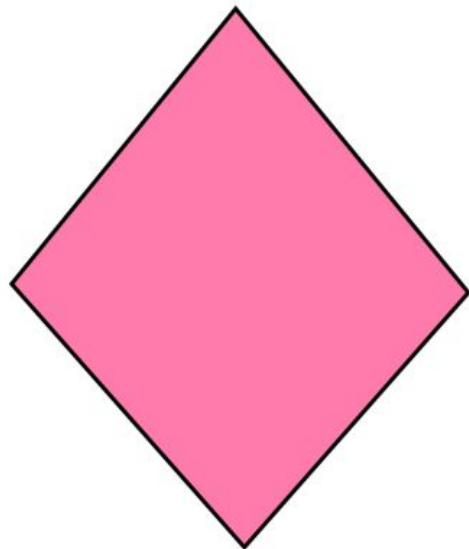
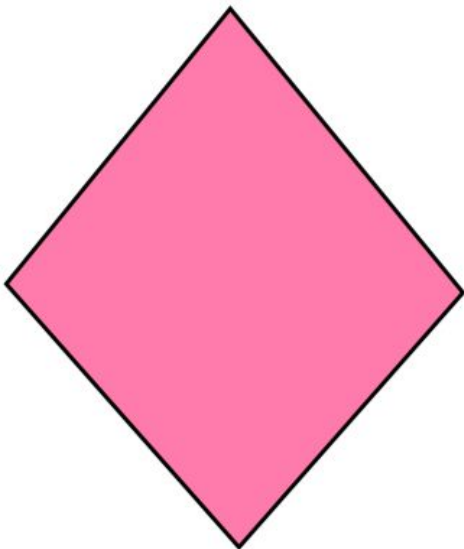
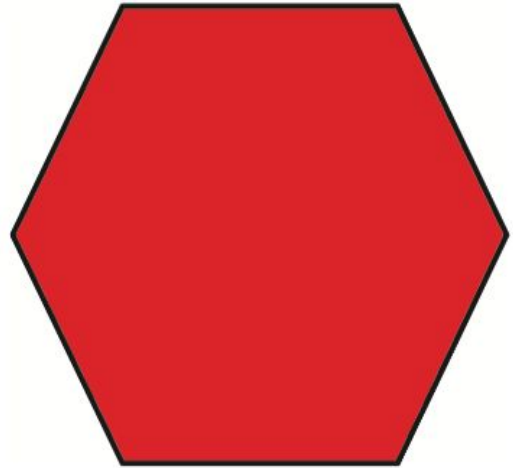
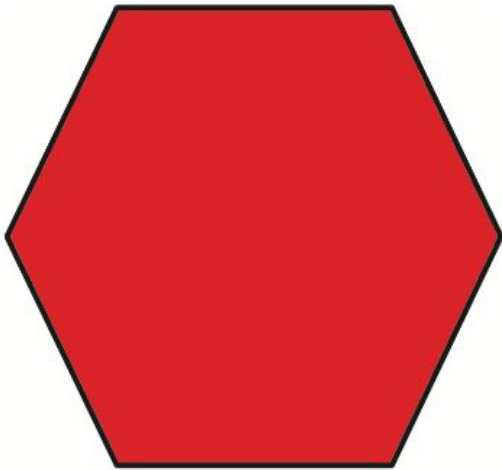
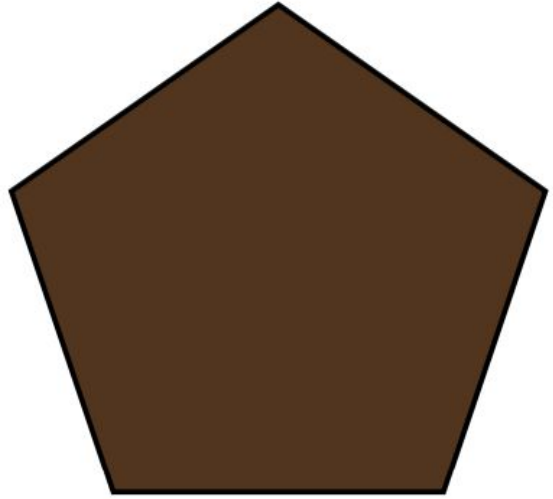
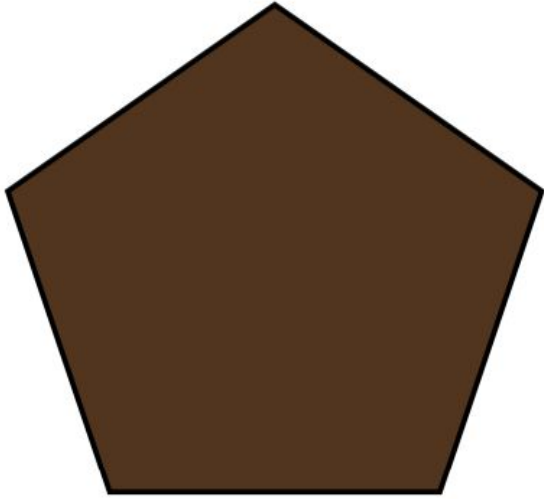
Read: *Just Right: Lou Lou and the Bears*

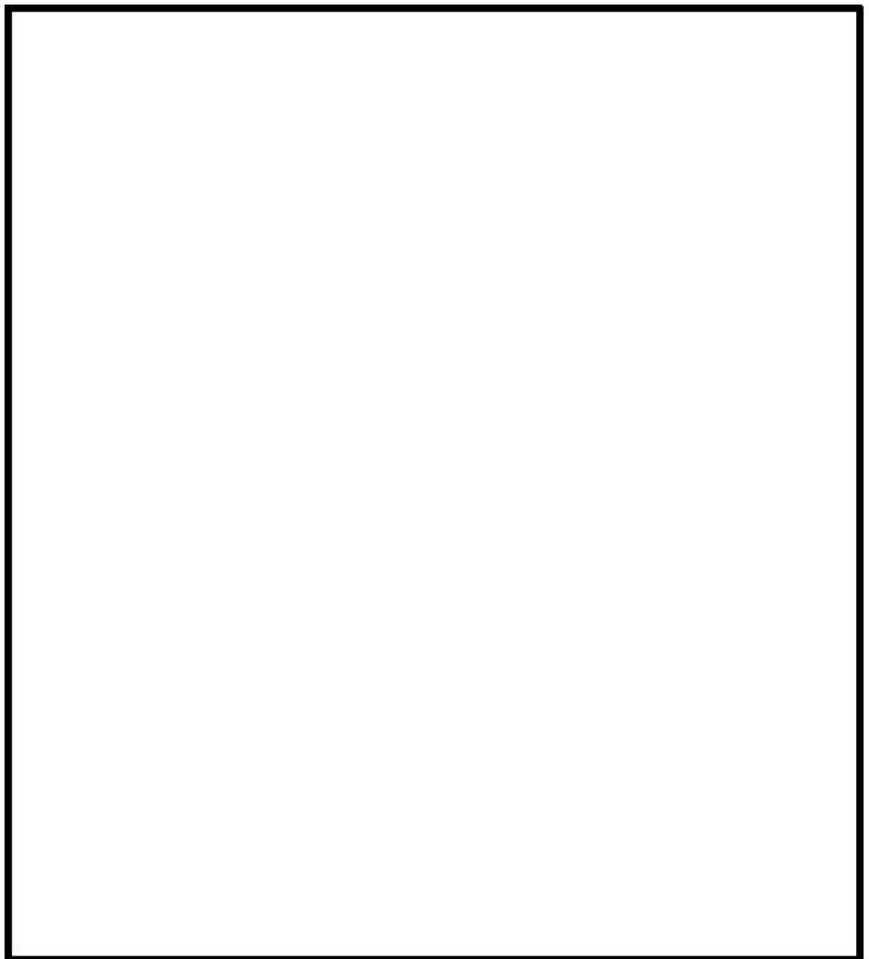
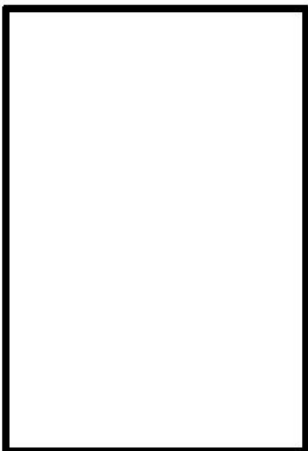
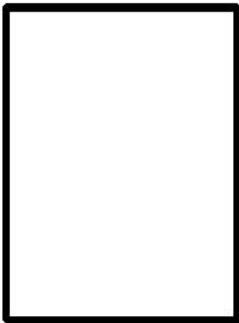
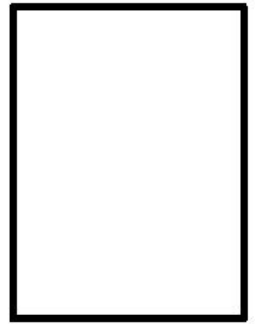
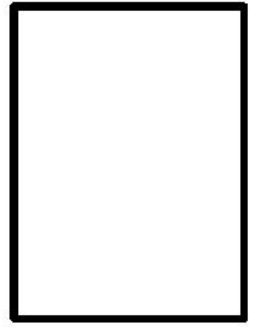
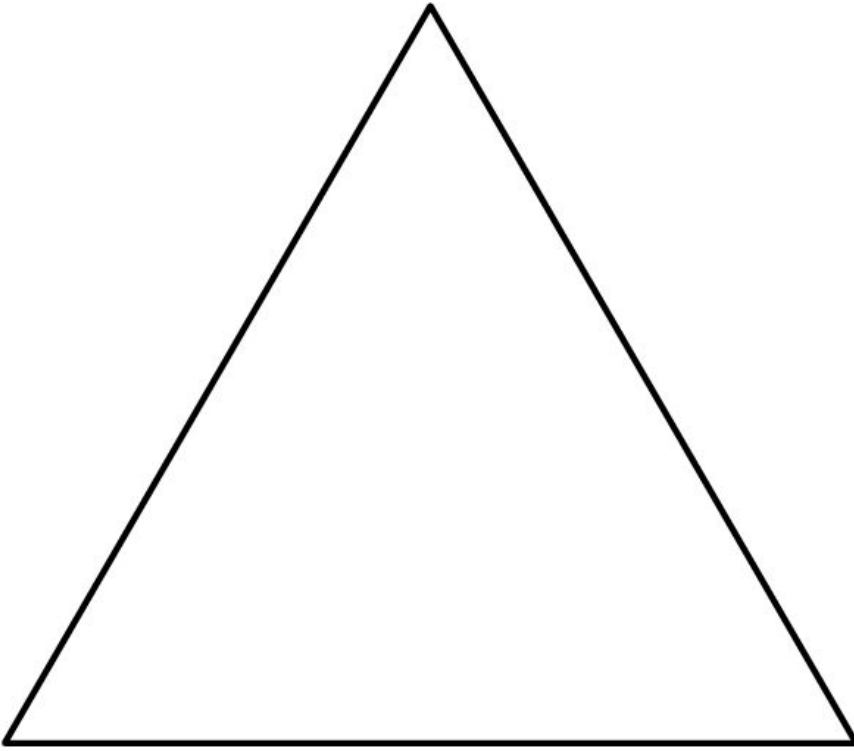
MATERIALS: *Just Right: Lou Lou and the Bears*, optional - measuring tape or ruler

- With your child, read *Just Right: Lou Lou and the Bears*.
- After, talk together about the measuring tape. Say, **We use a measuring tape to measure how long, wide, or tall something is. Builders use it to measure things like wood before they cut them. They can also measure the size of the room. What did Lou Lou use the measuring tape to measure?**
- You can show your child how to measure different things using the measuring tape or the ruler.











STEM: Foundation of a Building

MATERIALS: playdough, [Playdough Recipe](#), household items like sticks, cotton swabs, spoons, etc.

- Say, **A building's foundation is the lower part that helps it to be strong and stay up.** With your child, look at pictures of building foundations on a phone or tablet.
- Say, **Let's see what would happen if the walls of a building didn't have a foundation.**
- With your child, try to get the sticks to stand up on their own. Talk about why they might not be standing up.
- Then, say, **Let's pretend this playdough is a foundation like cement, and try to put our stick walls in it.** After, talk about what happened to the walls with and without the playdough.

PLAYDOUGH RECIPE

1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

1. Place flour, cream of tartar, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough to cool before play. Store in an airtight container.



Independent Learning: Building Features

MATERIALS: shape building made on Day 1, markers or crayons, glue, scissors, paint, *optional - magazine pictures of building features like doors*

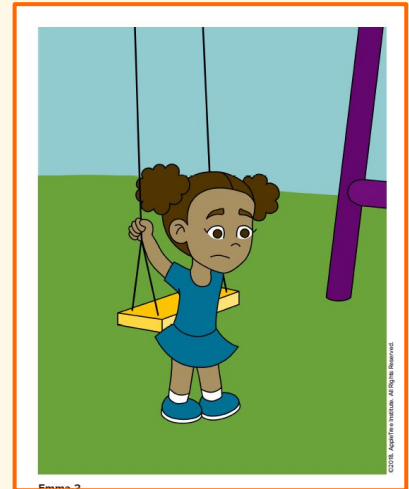
- Say, **You can color and finish your building with different parts like doors and windows.**
- Have your child independently complete the activity by drawing or gluing the features.
- After, ask, **Tell me about your building and the parts you added.**



Literacy: Story Problem

MATERIALS: [Problem](#)

- Ask, **What is a problem?** A problem is when **something is wrong**.
- Show the picture and say, **Emma wants to swing, but the swing is too high for her.**
- Ask, **What is the problem?** Yes, the swing is too high for her. She can't get on the swing.



Journal Prompt: My City

MATERIALS: crayons, My City Journal Page

- With your child, talk about cities and the kinds of buildings in cities. You can look at pictures of cities on a phone or tablet.
- Have your child independently draw and write about what their city would look like if they could build one.
- Later, ask, **Tell me about your city.**
What kinds of buildings are in it?

Name: _____

If you could build a city, what would it look like?

PLAYDOUGH RECIPE

1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

1. Place flour, cream of tartar, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough to cool before play. Store in an airtight container.





Name: _____

If you could build a city, what would it look like?

Wednesday

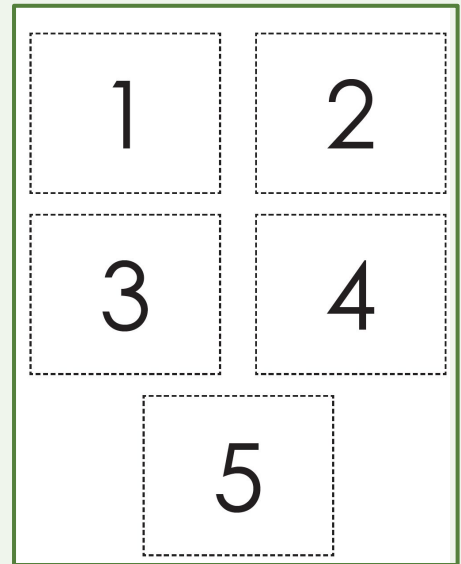
PK4 Unit 3 Week 1 Day 3



STEM: Number Matching Game

MATERIALS: 2 sets of [0-5 Number Cards](#)

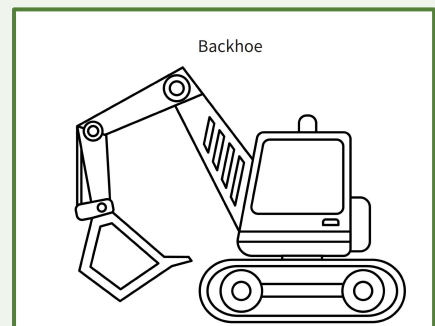
- Have one set of the number cards displayed on the table. Have the other set of number cards in a stack. Hold up a number card. Ask, **What number is this?** **Can you find another number ___?** Encourage your child to find the number and then trace the number with their finger.
- Have your child complete the activity independently by matching the other number pairs, naming the numbers, and tracing them with their fingers.
- It's okay if they don't know all of the numbers and need your help.



Independent Learning: Coloring Construction Vehicles

MATERIALS: [Coloring Construction Vehicles](#), crayons

- With your child, talk about the construction vehicles and what they do.
- Have your child independently color the construction vehicles.
- After, ask, **Which vehicle would you like to drive? Why?**





Literacy: Story Problem Review

MATERIALS: [Just Right: Lou Lou and the Bears](#)

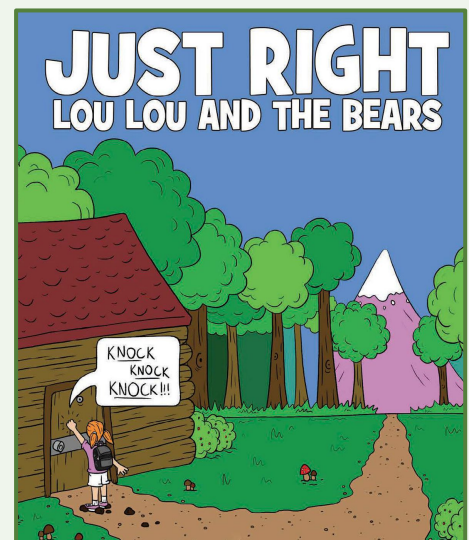
- Say, **We are going to read the whole book later. First, let's look at this page. What is the problem?**
- Read pp. 26-27 of *Lou Lou and the Bears*.
- Ask, **What was the problem? Yes, someone was in the Bears' chairs and made Baby Bear's chair muddy.**



Read: *Just Right: Lou Lou and the Bears*

MATERIALS: [Just Right: Lou Lou and the Bears](#)

- With your child, read *Just Right: Lou Lou and the Bears*.
- After, ask, **What was the problem in the story?**
- **The Bears had a problem because Lou Lou made their house a mess. She ate Baby Bear's porridge and made his chair and bed muddy.**



Wednesday

PK4 Unit 3 Week 1 Day 3



Let's Move: Construction Charades

- Say, **Let's play a game. One of us will act out a construction move and the other person will guess what it is.**
- Take turns acting out different moves like hammering a nail, sawing wood, digging like a backhoe, lifting things like a crane, etc.



Learning Together: I'm Proud

MATERIALS: paper, crayons

- With your child, talk about what it means to feel proud. Say, **Proud means to feel happy about something you have done. You can also feel proud of other people. I am proud of you because**
-----.
- Say, **Draw a picture of something you are proud of.**
- After your child has drawn their picture, talk about their drawing and what they are proud of.

1

2

3

4

5

1

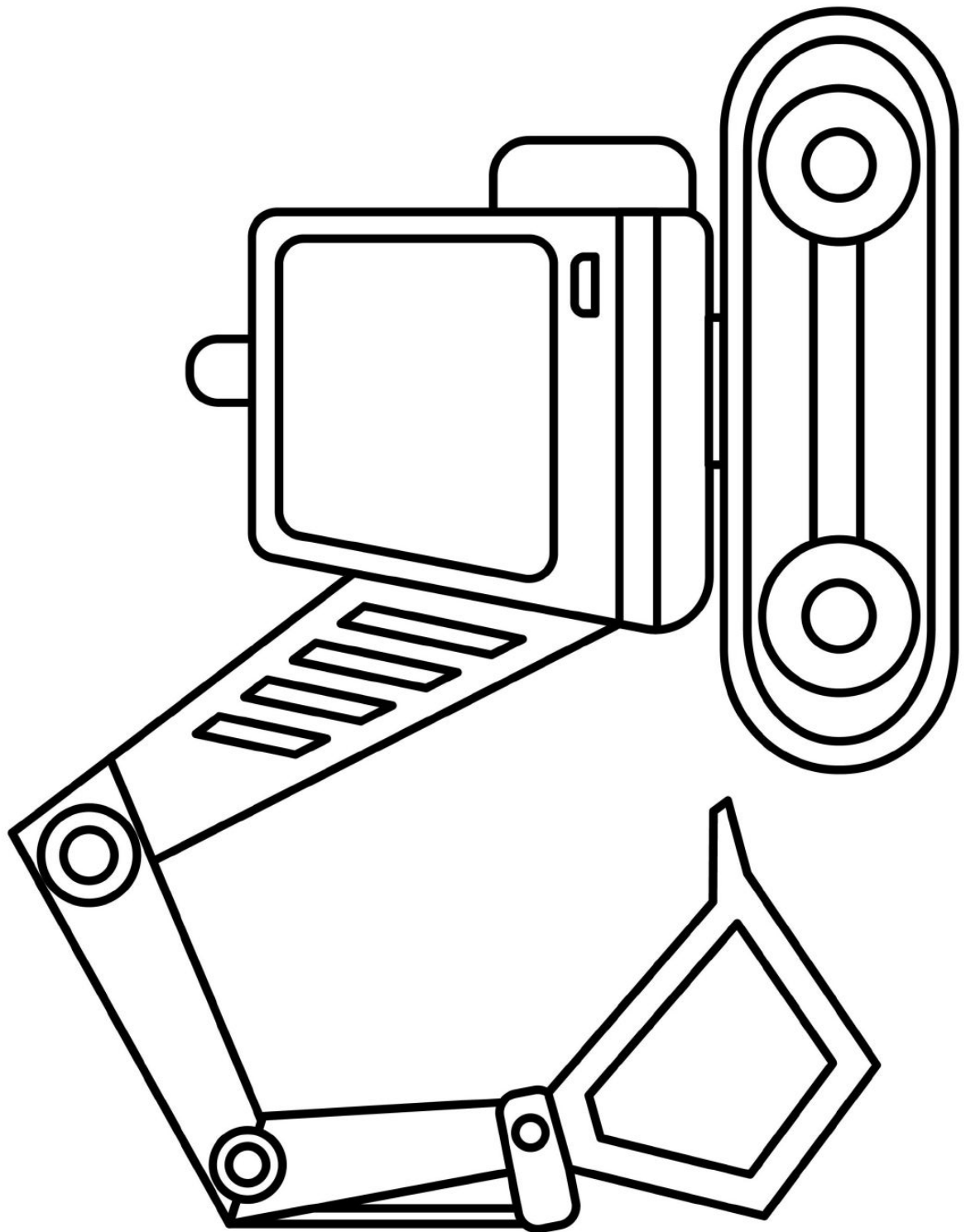
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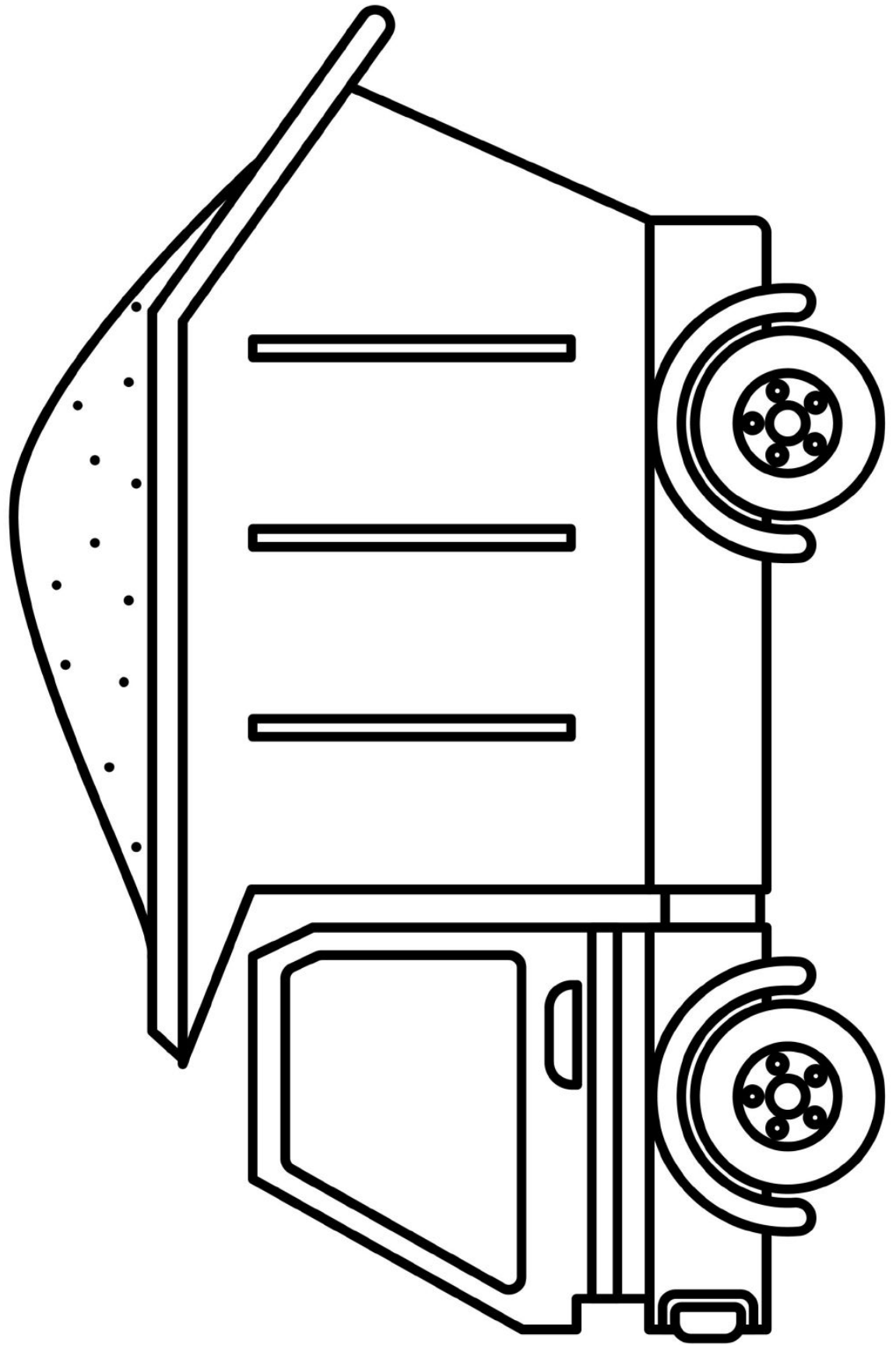
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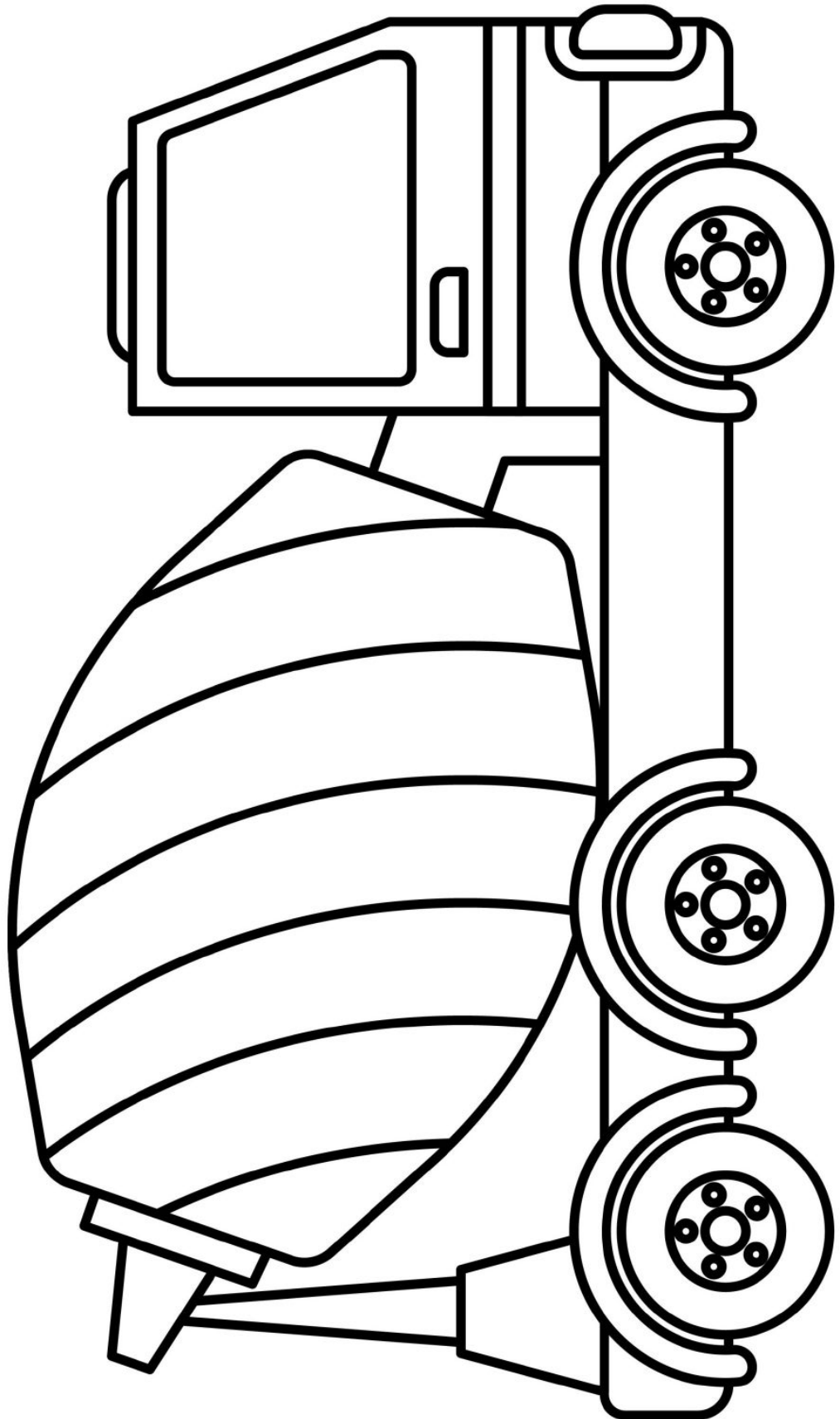
Backhoe



Dump Truck



Cement Truck





STEM: Building Strength

MATERIALS: paper, recyclable items such as paper towel rolls, small plastic containers

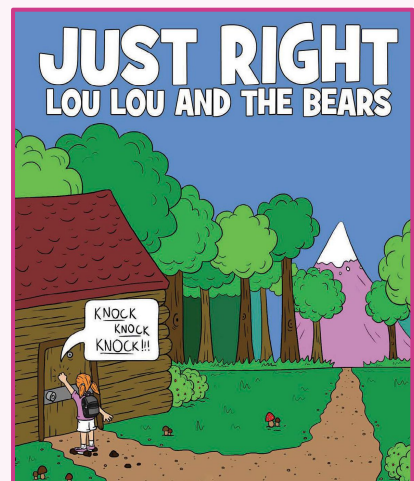
- Say, **Let's build something together. Then we will explore to see how strong it is.**
- Together with your child, build a structure on top of a piece of paper using the recyclable materials.
- After, allow your child to gently slide the paper back and forth to see if the structure will fall. Your child can then slide it faster to see how fast they have to slide it for the structure to fall.
- Ask, **How fast did you have to move the paper for our building to fall? How do you think we could make it stronger so that it doesn't fall?**



Independent Learning: Lou Lou and Baby Bear

MATERIALS: [Just Right: Lou Lou and the Bears](#)

- Ask, **How did Lou Lou feel when she ate Baby Bear's porridge? How did Baby Bear feel when she ate his porridge?**
- Say, **They had different feelings. Baby Bear was sad and Lou Lou was happy. You can draw a picture to show Baby Bear and Lou Lou talking about it.**
- After, say, **Tell me about your picture. What do you think Lou Lou said to Baby Bear when he told her he was sad?**





Literacy: What is a Goal?

MATERIALS: crayons, paper

- Say, **A goal is something that you want and you are trying to get or do.** Share a goal that you or your family has.
- Say, **Let's make a goal. What is something we want to get done today?**
- Help your child write and draw about the goal.
- You can check together if you achieved the goal at the end of the day.



Journal Prompt: Construction Vehicles

MATERIALS: crayons, Construction Vehicles Journal Page

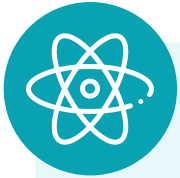
- With your child, talk about types of construction vehicles and their jobs.
- Have your child independently draw and write about their favorite construction vehicle.
- Later, ask, **Why did you pick that type of vehicle? What do you think it might be like to drive that vehicle?**

Name: _____

What is your favorite construction vehicle?

Name: _____

What is your favorite construction vehicle?



STEM: Count and Move

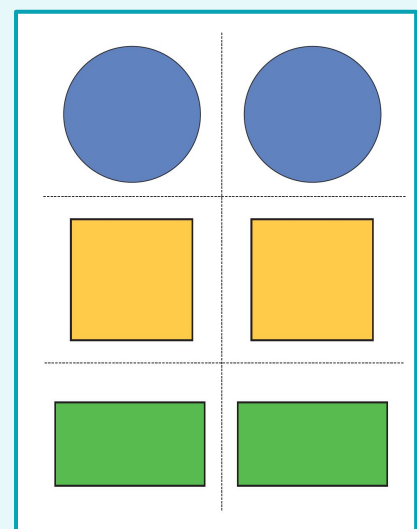
- With your child, practice counting to 15 while doing different construction movements. Say, **Let's count to 15 and move in different ways! We can count to 15 while pretending to dig like a digger. 1, 2, ...15! Good digging!**
- Try other movements like painting, drawing a blueprint, paving, etc. Let your child suggest movements too.



Independent Learning: Shape Memory

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 1

- With your child, choose 3 pairs of shapes. Name them, then turn them face down.
- Say, **Turn 2 cards over to see if you can make a match and find the same shape.**
- If they find a match they can pick up the pair. If they don't, that's okay. They can turn them face down and try again.
- Have your child independently complete the game.





Literacy: Story Goal

MATERIALS: [Just Right: Lou Lou and the Bears](#)

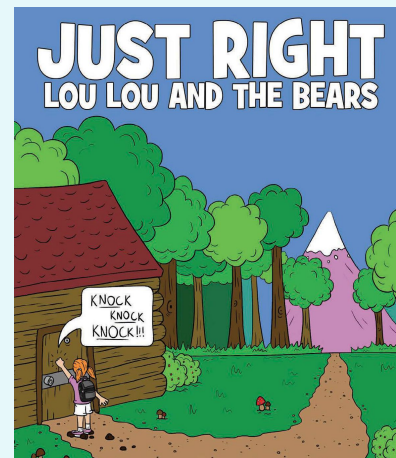
- Say, Yesterday we made a goal for our day.
- Ask, What is a goal? A goal is something we want and we are trying to get or do.
- Say, In a story, the characters can have goals too.
- Say, I'm going to read from this book and I want you to tell me what the goal is.
Read pp.6-9 of *Just Right: Lou Lou and the Bears* . Ask, What was Lou Lou's goal?
Yes, Lou Lou wanted to eat the porridge.



Read: *Just Right: Lou Lou and the Bears*

MATERIALS: [Just Right: Lou Lou and the Bears](#)

- With your child, read *Just Right: Lou Lou and the Bears*.
- After, ask, What was Lou Lou's goal in the story?
- Lou Lou wanted to eat, read, and sleep.



Week 2

PK4 Unit 3 Week 2 Overview

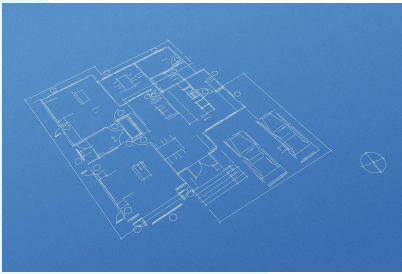
Construction Workers and Equipment

This week your child will:

learn about construction workers and their tools and machines.



Key Vocabulary



blueprint

a plan for a building that's drawn on paper



construction

how we build things like houses and roads



tool

something you hold in your hand and use to do a job

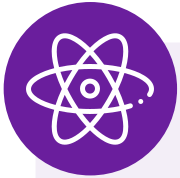
Create Connections

**Think
About It!**

This week, you will learn about construction workers and their tools and machines. If you could be a construction worker, what would you do?

Monday

PK4 Unit 3 Week 2 Day 6



STEM: Let's Count!

- Say, **Let's count to 15 using silly voices. Let's count in a robot voice. What do you think a robot sounds like?**
- Count 1-2 more times. Allow your child to choose the voices e.g., whisper, or a monster.



Independent Learning: Drawing Blueprints

- Ask, **Do you remember what a blueprint is? Yes, it is a plan or design of a building.**
- **You can make a blueprint or design of a room in our home.**
- Have your child independently draw the blueprint of the room they've chosen.
- Later, say, **Tell me about your blueprint.**

Monday

PK4 Unit 3 Week 2 Day 6



Literacy: Blending Syllables

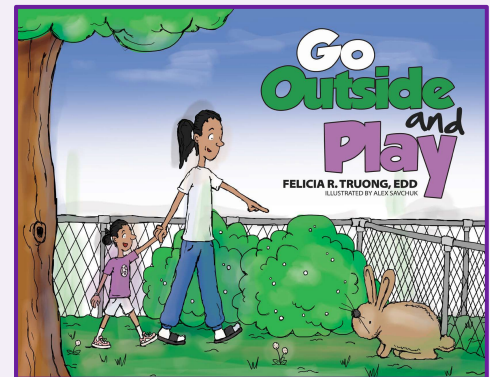
- Say, **Syllables** are the beats in a word. Two-syllable words are words with two beats, like water. Clap the beats with me: wa-ter.
- Say, **Let's blend syllables!** Blend means to put together.
- **I will say two syllables. Put them together and tell me the word.** Pop (pause) corn. **Pop-corn. What's the word?** Popcorn!
- Remember to give lots of praise! **Good job!**
- Repeat for blueprint (blue-print) and building (build-ing).



Read: *Go Outside and Play*

MATERIALS: [*Go Outside and Play*](#)

- Together, read *Go Outside and Play*. After reading, encourage your child to pick their favorite page in the book. Ask, **Why is this your favorite page? What shapes do you notice on this page?**
- Together, try to find those shapes inside or outside your home.





STEM: I Can Build

MATERIALS: clean recyclable materials like juice boxes or plastic containers

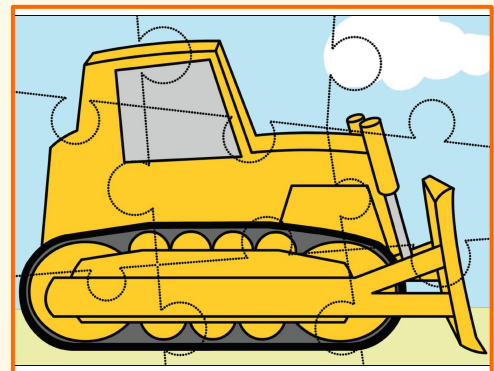
- Say, **I'm going to build something. Then I want you to try to make it too.**
- Build something simple and describe how you are building it. Say, **I'm putting this one on top of the other.**
- Have your child independently copy and build the same thing.
- It's okay if they need help, you can give them hints or build it together.
- Then, switch roles. Your child can build something for you to copy.



Independent Learning: Construction Vehicle Puzzles

MATERIALS: [Construction Vehicles Puzzles](#), crayons, scissors, *optional - glue the puzzle onto cardboard like a cereal box before cutting out the pieces*

- Say, **You are going to do a construction puzzle. First, you can color the picture.**
- Cut out the pieces after your child has colored the picture.
- Have your child independently complete the puzzle, helping them if needed.





Literacy: Follow Me

- Say, **Let's play Follow Me. Listen to what I say then do it.**
- Give your child two-step directions: jump up then snap your fingers, clap your hands then touch your nose, wiggle then smile, etc.
- Switch roles so your child can give directions.



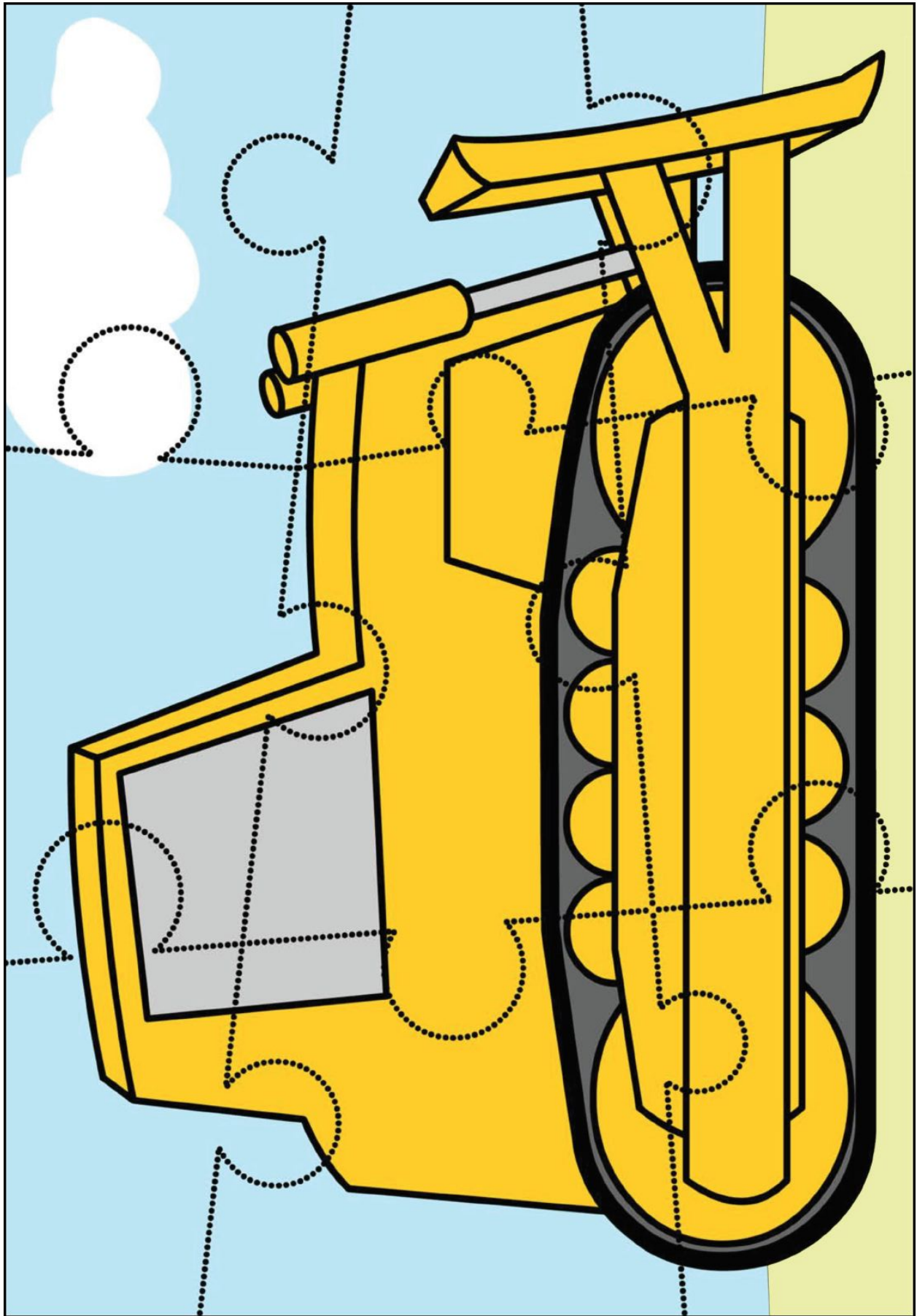
Journal Prompt: Backhoes

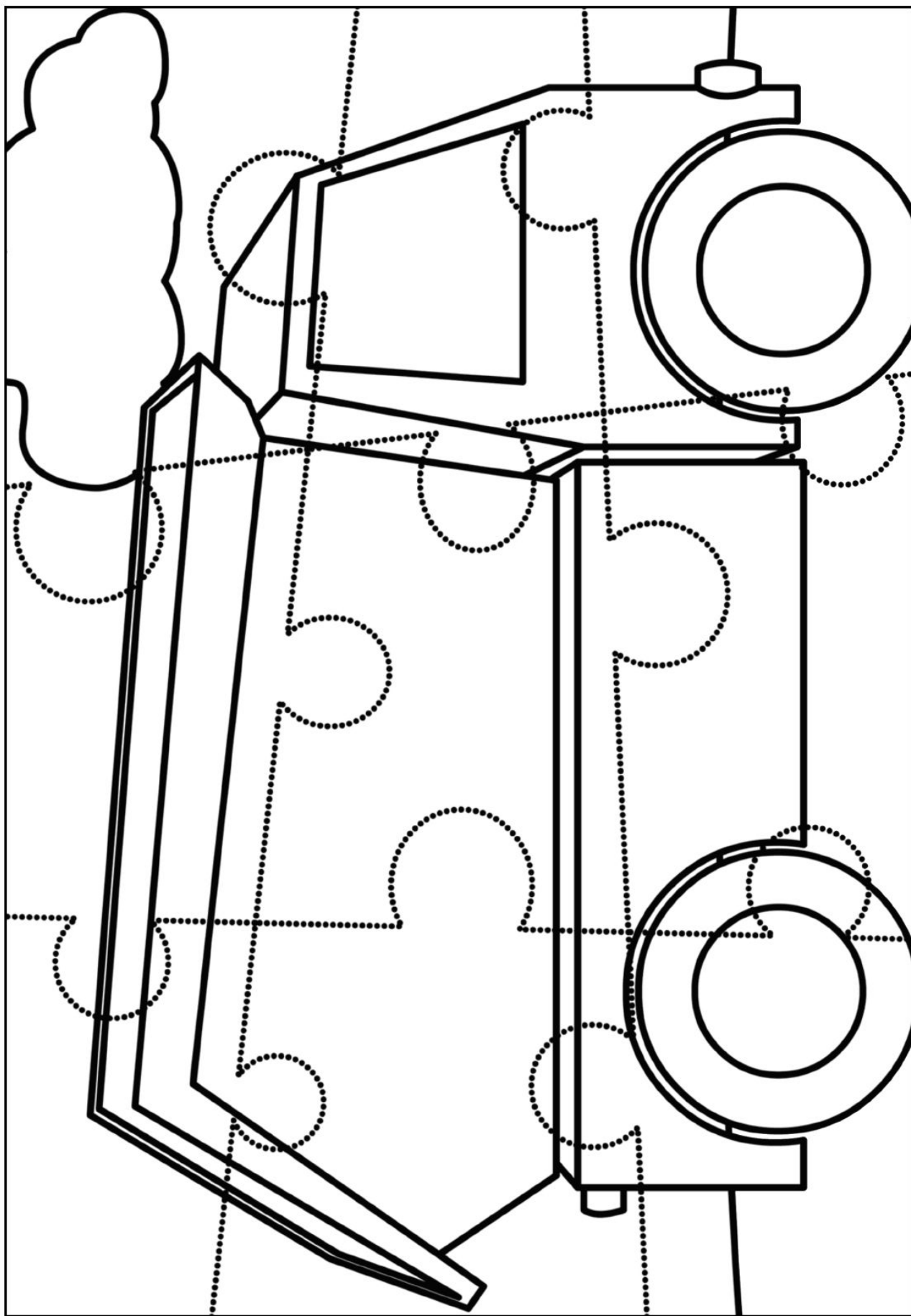
MATERIALS: crayons, Backhoes Journal Page

- With your child, talk about why construction workers use backhoes - to dig holes, carry some materials, help to break up, and pave roads. You can look at pictures of backhoes at work on a phone or tablet.
- Have your child independently draw and write about what backhoes are used for.
- Later, ask, **Tell me about what you wrote about. What did the construction worker use a backhoe to build?**

Name: _____

What do construction workers use backhoes to build?





Name: _____

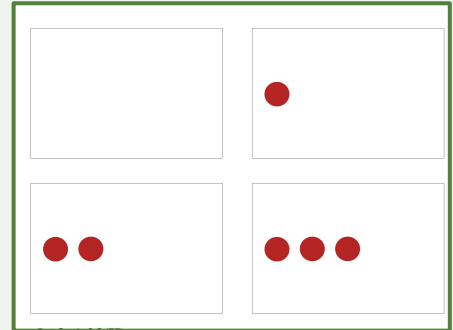
What do construction workers use backhoes to build?



STEM: Compare the Dots

MATERIALS: [Dot Cards 0-3](#) cut into individual cards

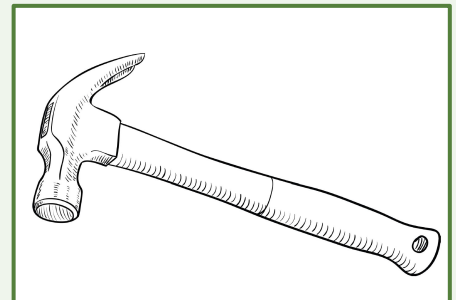
- Show your child 2 cards. Ask, **Point to the one with more dots.** They should try to point without counting. It's okay if they count to check.
- Show them 1-2 more pairs of cards and ask them which one has less or more dots.



Independent Learning: Coloring Tools

MATERIALS: [Tools Coloring Pages](#), crayons

- With your child, talk about the tools and what they do.
- Have your child independently color the tools.
- After, ask, **Which tool would you like to use? Why?**
- Save the pictures for other activities this week.



Wednesday

PK4 Unit 3 Week 2 Day 8



Literacy: What's the Goal?

MATERIALS: [Go Outside and Play](#)

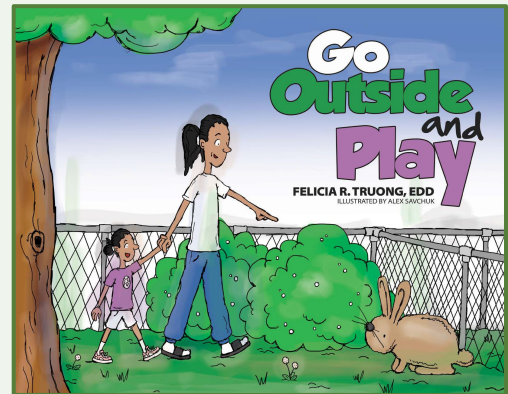
- Ask, **What is a goal?** A goal is something we want and we are trying to get or do.
- Say, **I'm going to read a page from this book. You tell me what is the goal.**
- Read pp.10-11 of *Go Outside and Play*. Ask, **What was Alex's goal?** Pause. **Yes, to find shapes!**



Read: *Go Outside and Play*

MATERIALS: [Go Outside and Play](#)

- Together, read *Go Outside and Play*.
- Then, say, **I'm going to call out a shape for you to find in our home.**
- Switch roles. Have your child call out a shape that you can find.



Wednesday

PK4 Unit 3 Week 2 Day 8



Let's Move: Freeze Dance

MATERIALS: music

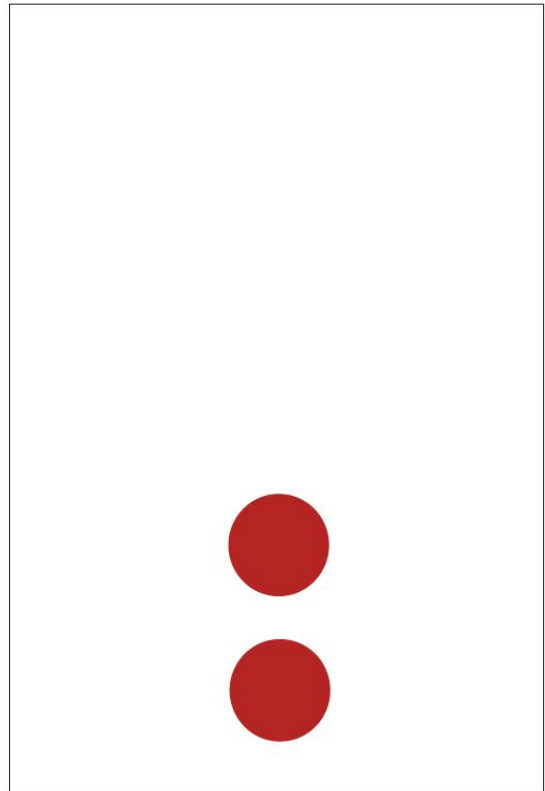
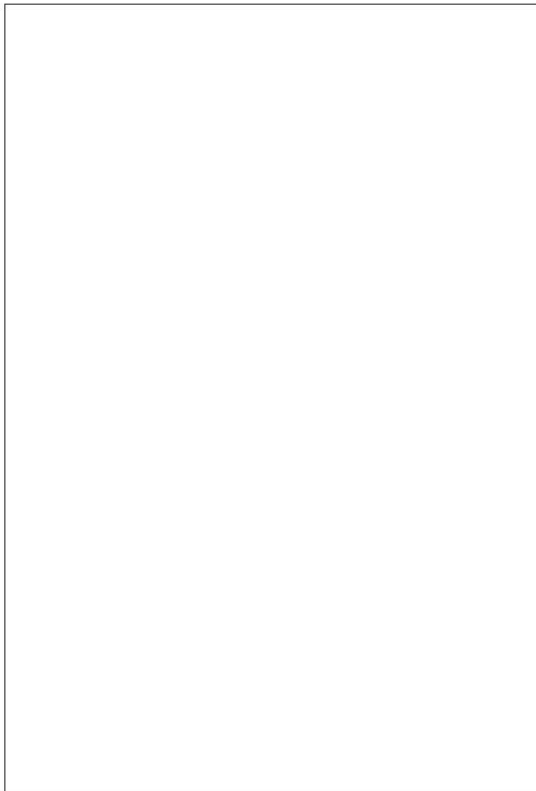
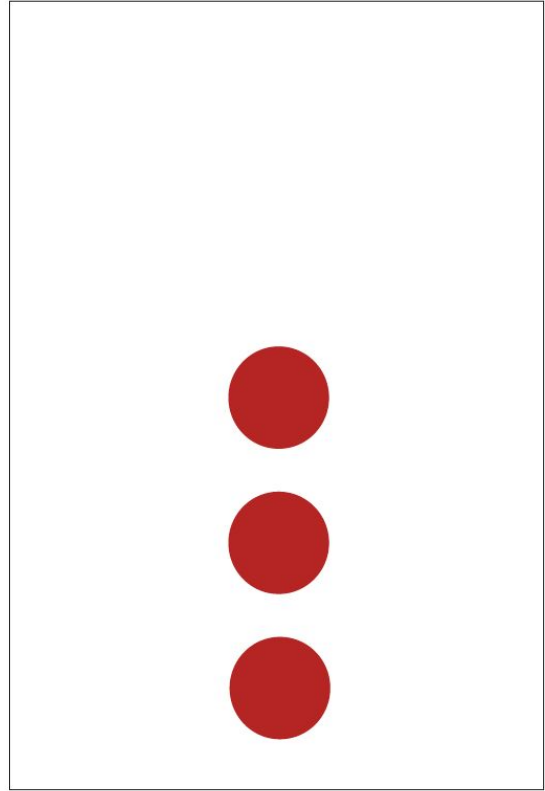
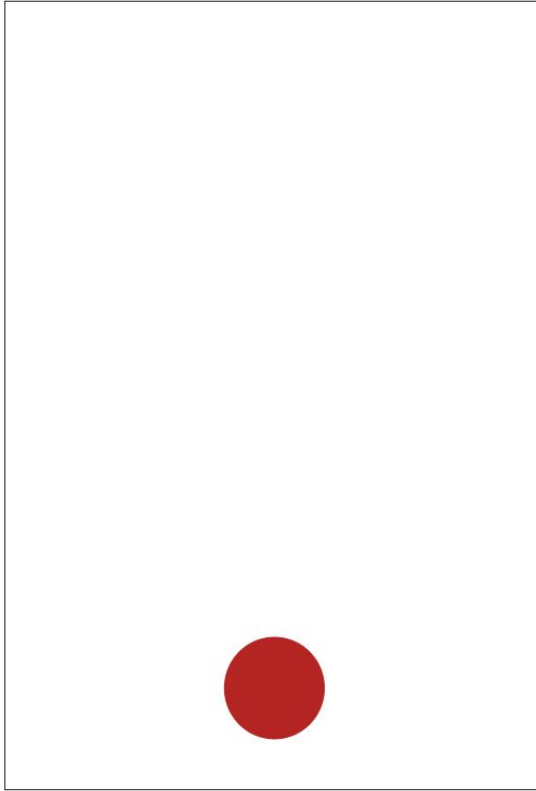
- Say, **Let's play freeze dance. We are going to dance while the music is playing. When the music stops we have to freeze!**
- Play a few rounds. You can switch roles so that your child is in charge of the music. Or they can sing a song and choose when to stop.

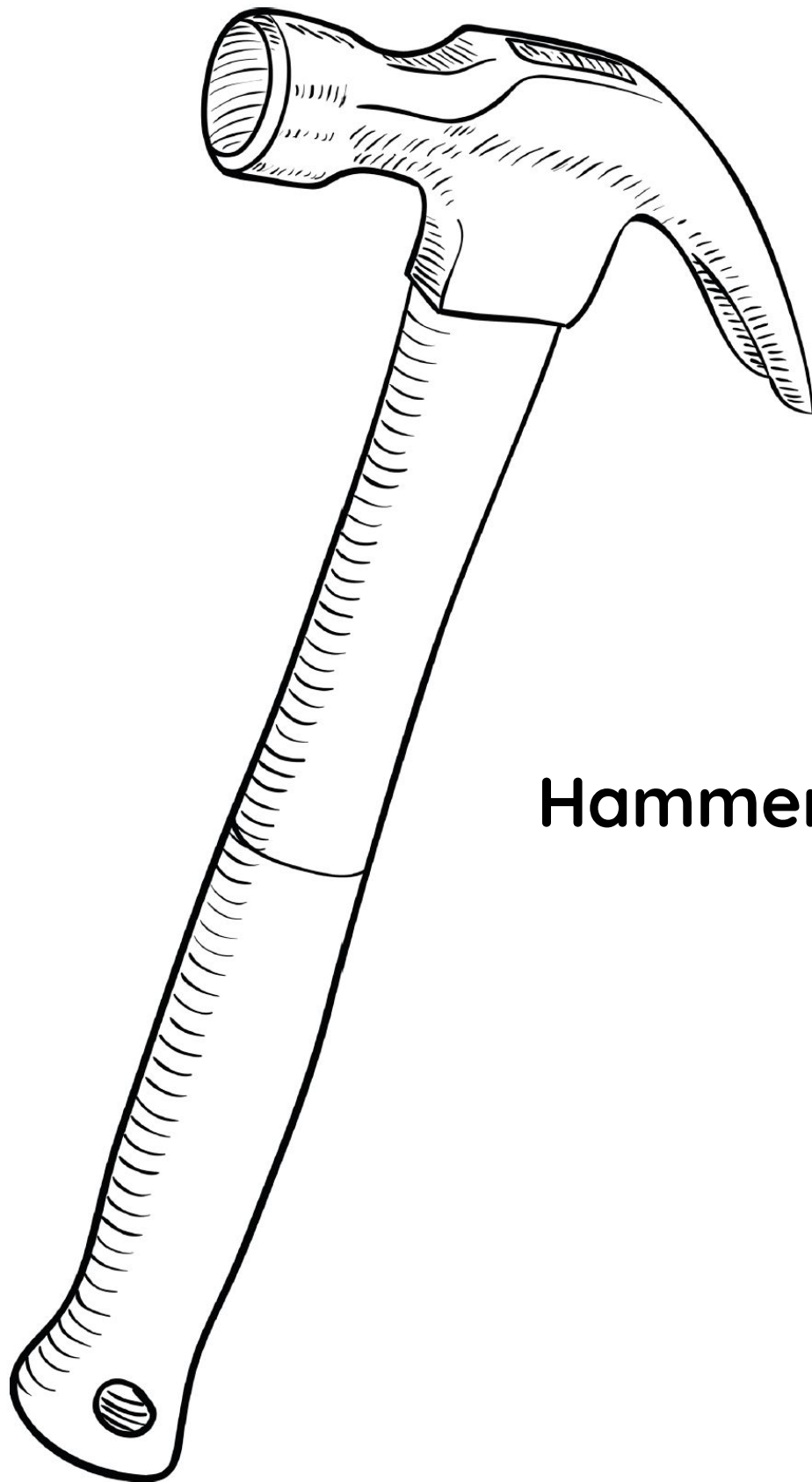


Learning Together: Drawing Our View

MATERIALS: paper, crayons or watercolor palette, *optional - tape*

- With your child, look out of a window and talk about what you see.
- Say, **Let's work together to draw what we see from the window.**
- Draw together on the same paper or use two pieces of paper and tape them together to make a larger picture.





Hammer



Screwdriver



STEM: Why Do We Need a Roof?

MATERIALS: cup of water, plate, cardboard e.g. a piece of a box or foil

- Ask, **Why do you think it's important for buildings to have roofs?**
- Say, **Let's do an experiment to see what would happen if we didn't have a roof and it started raining.**
- Allow your child to fold the cardboard on the plate to make a little tented roof. Then, they can sprinkle the water on the roof using their fingertips. Talk about what they see on the roof. Then lift the roof off and look at the plate, which should be dry.
- Sprinkle water on the plate without the roof and talk about whether the plate got wet or stayed dry. Ask, **Why is it important to have a roof on a building?**



Independent Learning: I Am Happy Being Me

MATERIALS: paper, crayons

- Talk with your child about things that are special about them. Ask, **What makes you special and happy to be you?**
- Have your child independently write and draw about what makes them special and happy to be themselves.
- After, ask, **Tell me about what you wrote about! That's a very special person - you!**



Literacy: Blending Two-Syllable Words

- Say, **Let's blend two syllables to make a word!**
- **I will say two syllables. Put them together and tell me the word.** Ham (pause) mer. **Ham-mer. What's the word?**
- Repeat for tractor (trac-tor) and highway (high-way). If your child needs you to tell them the word, that's okay. They're still learning.



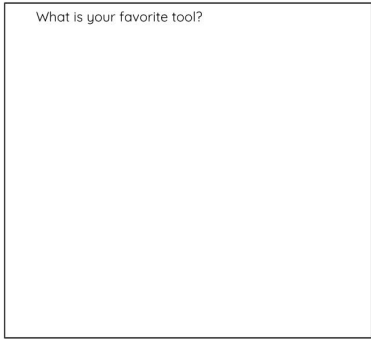
Journal Prompt: Tools

MATERIALS: crayons, Tools Journal Page

- With your child, talk about different tools and what they are used for.
- Have your child independently draw and write about their favorite tool.
- Later, ask, **Why did you pick that type of tool? What would you build with your tool?**

Name: _____

What is your favorite tool?



Name: _____

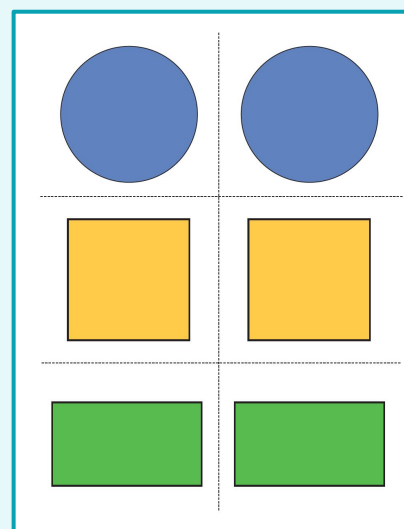
What is your favorite tool?



STEM: Find the Shape

MATERIALS: [Shapes](#) cut into cards from Week 1 Day 1

- Keep one set of shapes and give your child the other set of cards.
- Say, **I'm going to call out a shape and I want you to show me the shape. Rectangle!**
- Repeat for the other shapes. It's okay if you need to help your child by showing them a shape from your set.



Independent Learning: Making Shapes

MATERIALS: [Shapes](#), playdough, [Playdough Recipe](#)

- With your child, name 3-4 shapes and count the sides.
- Say, **This is a square, let's count the sides. 1, 2, 3, 4. It has 4 sides.**
- Have your child independently try to make the shapes using the playdough. It's okay if they don't look like the shapes. They are practicing.

PLAYDOUGH RECIPE

1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

1. Place flour, cream of tartar, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough to cool before play. Store in an airtight container.





Literacy: Your Problem and Goal

MATERIALS: paper, crayons

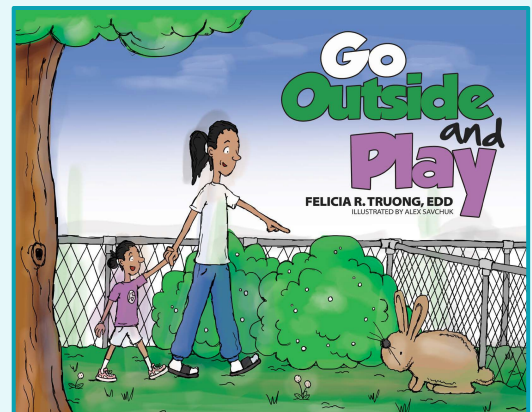
- Say, **We've been learning about problems and goals.**
- Ask, **What is a problem you have?**
- After, ask, **What is your goal for that problem?**
- Encourage your child to write about the goal they have for that problem.
- After, ask, **Tell me about what you wrote about.**



Read: *Go Outside and Play*

MATERIALS: [*Go Outside and Play*](#)

- Together, read *Go Outside and Play*.
- After reading, give your child clues about shapes around them and see if they can guess the object. You can say, **I see something shaped like a circle that tells time.**



Week 3

PK4 Unit 3 Week 3 Overview

Road Builders

This week your child will:

learn about roads, ramps, and amusement parks.

Key Vocabulary



amusement park

a large place with rides and games



ramp

something that connects two levels



road

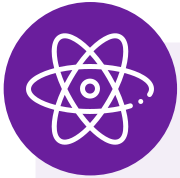
a hard surface that was made for driving and walking



Create Connections

**Think
About It!**

This week you'll learn about roads, ramps, and amusement parks. Before you begin the packet, write and draw about what type of amusement park you would build.



STEM: Let's Compare

MATERIALS: household items such as crayons or pebbles

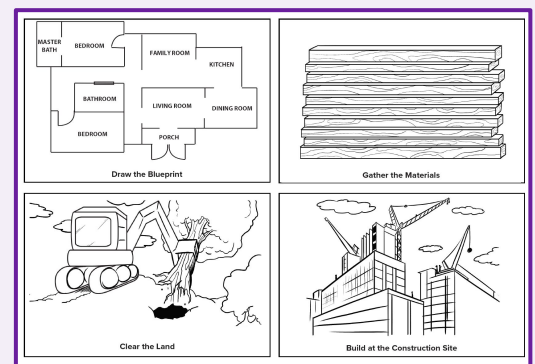
- Make 2 groups of crayons with 2 crayons each.
- Ask, **Do these groups have the same amount of crayons or does one have more?** Encourage your child to try to answer without counting, but it's okay if they count it to check.
- Show them 1-2 more groups of crayons that are easy to compare (no more than 5 in each group: e.g. 5 crayons and 1 crayon). Ask which group has less or more crayons, or if they have the same amount.



Independent Learning: Steps to Building

MATERIALS: [Building Steps](#), crayons

- Talk about the building steps with your child. Say, **first they draw a blueprint or plan. Second, they clear the land they will build on. Third, they get all of their materials together. Last, they begin building at the cleared construction site.**
- Have your child independently color each picture.
- Then, your child can independently put the steps in order.
- After, go over the steps together. Ask, **which comes first?**





Literacy: Three-Step Directions

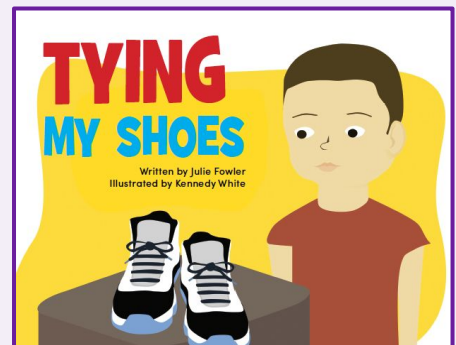
- Say, **Let's play Follow Me. You are getting so good at this game! I'm going to give you three directions. So listen carefully!**
- Give your child three-step directions: touch your nose, snap your fingers, then clap your hands, or pat your head, pat your shoulder, then pat your knee.
- Switch roles so your child can give directions.

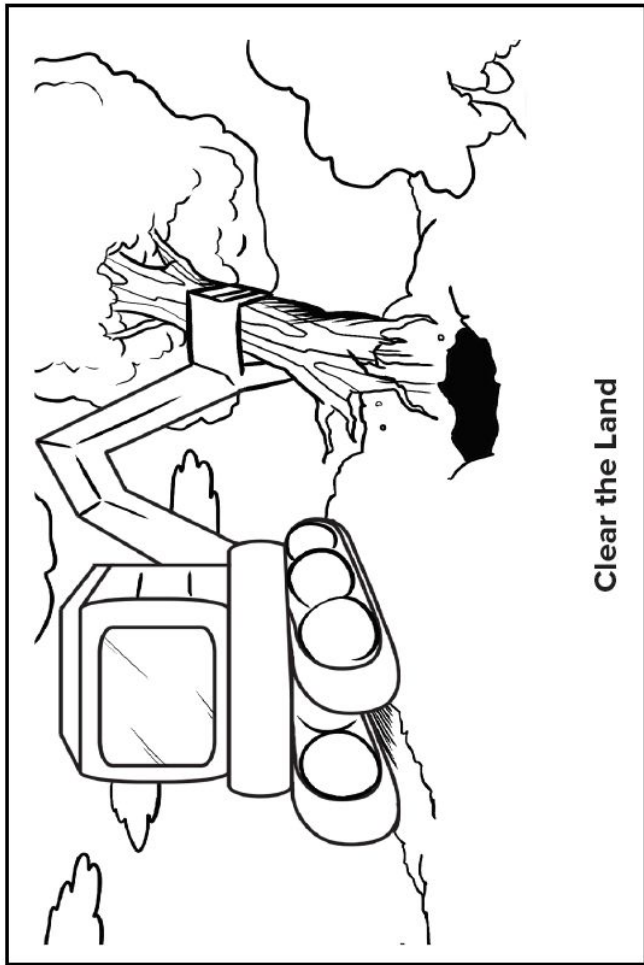
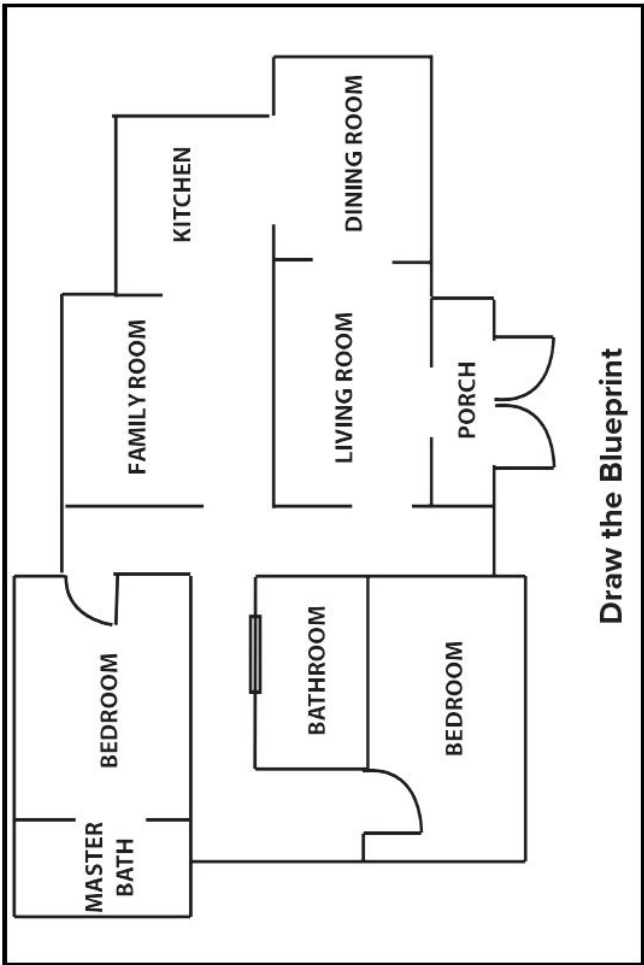
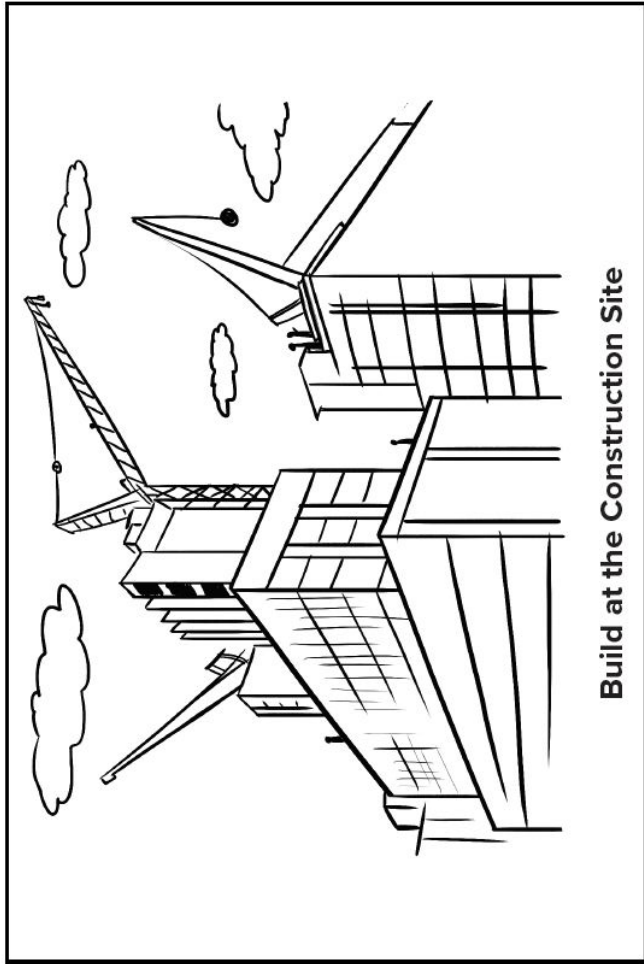
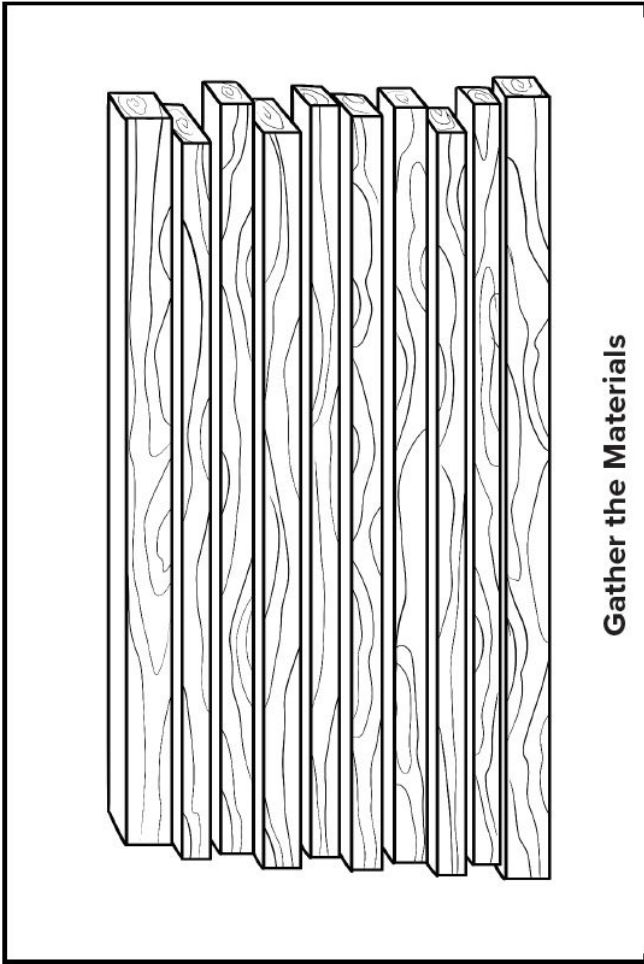


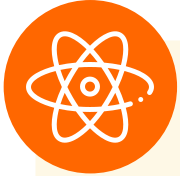
Read: *Tying My Shoes*

MATERIALS: [*Tying My Shoes*](#)

- With your child, read *Tying My Shoes*.
- Say, **Bobby tried his best to tie his shoes. What is something new that you tried your best to do? How did you feel when you did it?**







STEM: Paved and Unpaved

MATERIALS: a few pebbles, rocks, or something bumpy, and a small ball or balled up paper

- Ask, **Why do you think roads need to be paved or smooth? What would happen if they weren't smooth?**
- **Let's pretend this ball is a tire and see which road makes it roll better.** Your child can compare how the ball rolls on top of the pebble "road" or somewhere smooth like the floor.



Independent Learning; Drawing Roads and Highways

MATERIALS: paper, crayons

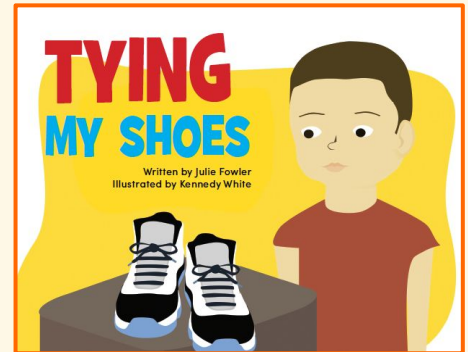
- With your child, look at pictures of roads and highways on a phone or tablet. Ask your child to describe what they notice.
- Have your child to independently draw and color their own road or highway.
- Later, ask, **Tell me about your road or highway. What kind of vehicles drive on them?**



Literacy: What's the Problem?

MATERIALS: [Tying My Shoes](#)

- Say, I'm going to read a few pages of this book. I want you to think about the problem in the story. What is a problem? Pause. **Yes, something that is wrong.**
- Read pp.8-9 of *Tying My Shoes*.
- Ask, **What is the problem?** Pause. **Bobby couldn't make the loops.**



Journal Prompt: Road Builders

MATERIALS: crayons, Road Builders Journal Page

- With your child, talk about road builders and what they do to build roads. You can look at pictures of road builders on your phone or a tablet.
- Have your child independently draw and write what their day would be like if they were a road builder.
- Later, ask, **Tell me about your day as a road builder. What would you do first?**

Name: _____

What would your day be like if you were a road builder?

Name: _____

What would your day be like if you were a road builder?

Wednesday

PK4 Unit 3 Week 3 Day 13



STEM: Count and Move

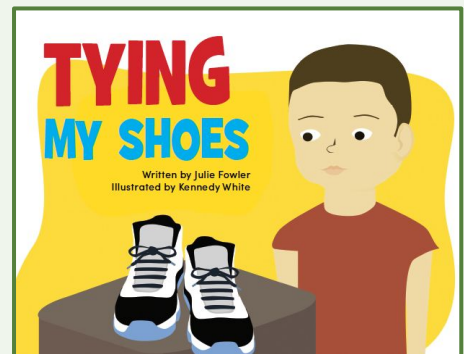
- With your child, practice counting to 15 while doing different construction movements. Say, **Let's count to 15 and move in different ways! We can count to 15 while pretending to be a cement mixer. 1, 2, ...15! Good mixing!**
- Try other movements like loading materials, digging up then dumping dirt, etc. Let your child suggest movements too.



Independent Learning: Letter to Bobby

MATERIALS: [Tying My Shoes](#), paper, crayons

- With your child, talk about the book, *Tying My Shoes*. Say, **Bobby was frustrated at the beginning when he couldn't tie his shoes. You can write a letter to Bobby to encourage him to keep trying his best.**
- Have your child independently write and draw the letter.
- After, ask, **What did you write to Bobby?**





Literacy: Blending Two-Syllable Words Review

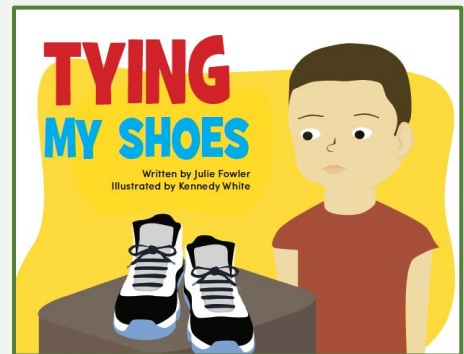
- Say, **Let's blend two syllables to make a word!**
- **I will say two syllables. Put them together and tell me the word.**
Puz (pause) **zle. Puz-zle. What's the word?**
- Repeat for feeling (feel-ing) and problem (prob-lem). If your child needs your help that's okay. They're still learning.



Read: *Tying My Shoes*

MATERIALS: [*Tying My Shoes*](#)

- With your child, read *Tying My Shoes*.
- After, show pp. 8-9. Say, **Bobby was frustrated when he couldn't tie his shoes at first. Sometimes we all get frustrated when things are hard.**
- **What can you do when you are feeling frustrated?**



Wednesday

PK4 Unit 3 Week 3 Day 13



Let's Move: Count Like the Leader

- Say, **Let's count to 15! One of us will be the leader and the other person will copy the leader's dance moves while we count.**
- Count at least 2 times and take turns leading.



Learning Together: Exploring Length

MATERIALS: household items like crayons, paper clips, spoons

- Say, **Let's measure the length or how long these things are. Builders have to know the length of things before they cut them to know what will fit in their building. Let's practice measuring length.**
- Practice measuring different items using objects like crayons or paper clips. For example, say, **Let's find out how many crayons long our hand is.**



STEM: Ramps

MATERIALS: recyclable items that can be made into a ramp e.g., paper towel or toilet paper rolls, folded cardboard or paper, small ball or paper rolled into a ball, tape

- With your child, look at pictures of ramps on a phone or tablet.
- Say, **We are going to make a little ramp for our ball to roll down.**
- Work together to make a ramp. You can make a simple one by opening the paper towel roll so the ball can roll down easily. Next, lie it down flat or make it steeper and compare how the ball rolls.



Independent Learning: My Amusement Park

MATERIALS: paper, crayons or watercolor palette

- With your child, look at pictures of amusement parks on a phone or tablet. Talk with your child about the types of rides and other things they notice.
- Have your child independently design, draw, and color their own amusement park.
- After, ask, **Tell me about your amusement park. What kind of rides do you have?**



Literacy: Following Three-Step Directions Review

- Say, **Let's play Follow Me. Remember to listen carefully!**
- Give your child three-step directions like: spin, jump, then clap, or roll your hands, touch your knee, then smile.
- Switch roles so your child can give directions.



Journal Prompt: Amusement Parks

MATERIALS: crayons, Amusement Parks Journal Page

- With your child, talk about what it would be like to ride a rollercoaster.
- Have your child independently draw and write about what it would be like to ride a rollercoaster.
- Later, ask, **Tell me about what you wrote. What do you think it would be like to ride a rollercoaster?**

Name: _____

What would it be like to ride a rollercoaster?

Name: _____

What would it be like to ride a rollercoaster?



STEM: More, Less, or the Same

- Hold up one hand with two fingers and one hand with five fingers.
- Say, **Point to the hand with less fingers.** Encourage your child to answer without counting, but it's okay if they need to count to check.
- Repeat 2-3 more times, showing different or the same amounts on each hand. Ask them to say which has less or more, or if they have the same amount.



Independent Learning: Sculpting a Building

MATERIALS: playdough, [Playdough Recipe](#)

- With your child, talk about different buildings they might like to make.
- Say, **You can make any building you'd like using playdough.**
- Have your child independently make the building.
- After, say, **Tell me about your building. What do people do there?**

PLAYDOUGH RECIPE

1 cup of flour
2 teaspoons cream of tartar
1/3 cup of salt
1 cup of water
1 tablespoon of vegetable oil
food coloring of your choice

1. Place flour, cream of tartar, and salt in a saucepan.
2. Add water and vegetable oil to the saucepan. Over medium/low heat, stir the mixture.
3. Before the mixture starts getting thick, add the food coloring.
4. Keep stirring and scraping the mixture from the bottom of the saucepan.
5. Allow the dough to cool before play. Store in an airtight container.





Literacy: Describe a Page

MATERIALS: [Tying My Shoes](#)

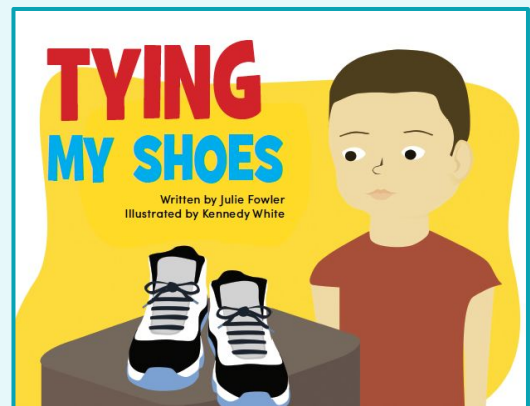
- Say, **Pick a page and describe what is happening on the page.**
- You can help guide your child by asking questions like, **What shapes do you see?** Or, **What do you notice?**



Read: *Tying My Shoes*

MATERIALS: [Tying My Shoes](#)

- With your child, read *Tying My Shoes*.
- After, ask, **What was Bobby's goal?**
What did he want to do?



Week 4

PK4 Unit 3 Week 4 Overview

Construction Review

This week your child will:

learn about bridges and pipes and review things they learned during the first few weeks, like comparing amounts.

Key Vocabulary



bridge

a structure that helps people or vehicles cross over something like a river or road



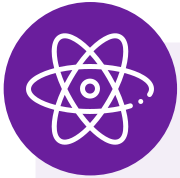
feelings

emotions, like happy or sad

Create Connections

**Think
About It!**

This week, you will design and build a bridge. Write and draw about a bridge that you've seen before. What do you know about bridges?



STEM: Let's Count

- Say, **Let's count to 15 using silly voices. What voice would you like us to count in?**
- Count 1-2 more times. Allow your child to choose the voices, e.g. a tractor.



Independent Learning: Pipes in a House

MATERIALS: watercolor palette or crayons, paintbrush, paper, *optional - paper towel and toilet paper rolls*

- With your child, look at pictures of pipes on a phone or tablet.
- Say, **You can paint pipes.**
- Have your child independently design and paint pipes on their paper.
- After, ask, **Why do we need pipes? Where are pipes found?**
- Your child can also paint the paper towel and toilet paper rolls and use them as pipes to build after they have dried.



Literacy: Blending Three-Syllable Words

- Say, **Today**, we are going to blend three-syllable words. Those are words with three beats like in the word construction.
- **Clap the beats with me: con-struc-tion.**
- Say, **Let's blend syllables!**
- **I will say three syllables. Put them together and tell me the word. Blue** (pause) **ber** (pause) **ry. Blue-ber-ry. What's the word?**
- Remember to give lots of praise! **Good job!**
- Repeat for rectangle (rec-tan-gle) and amusement (a-muse-ment).
- It's okay if your child needs more practice with this!

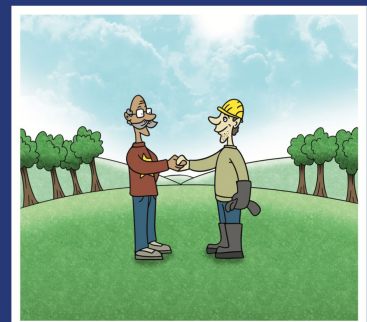


Read: *Mr. Star's New Home*

MATERIALS: [Mr. Star's New Home](#)

- Read *Mr. Star's New Home* together.
- After, pick a page between pages 8 and 15 and ask your child to describe what that machine is doing. Say, **What is this machine doing? Do you remember its name?**

Mr. Star's New Home



Written by Mitchell Stevens

Illustrated by Alex Savchuk



STEM: Designing My Bridge

MATERIALS: pencil or crayons, paper, tape, recyclable items such as small plastic containers, paper towel rolls

- With your child, look at pictures of bridges on a phone or tablet.
- Say, **You are going to build a bridge using these things on another day. First, you will need to draw and design your bridge.**
- Allow your child to independently draw and design their bridge.
- After, ask, **Tell me about your bridge. Will cars drive on it or will it just be for people to walk on?**
- Save the design and items so your child can build on Day 19.



Independent Learning: I Can!

MATERIALS: crayons, paper

- Say, **Little Lief Loader learned that he could help the Star family. And Bobby learned to tie his shoes.**
- Say, **You can write about things you can do.**
- Have your child independently write and draw about things they can do.
- After, ask, **Please tell me about the things you can do.**



Literacy: Character Goal

MATERIALS: [Mr. Star's New Home](#)

- Say, I'm going to read a few pages of this book. I want you to think about the character goal in the story. The goal is something that the character wants to get or do.
- Read pp.4-5 of *Mr. Star's New Home*.
- Ask, **What was the goal?** Pause. **Little Lief Loader was going to help build Mr. Star's new home.**



Journal Prompt: Building a House

MATERIALS: crayons, Building a House Journal Page

- Talk with your child about building a house.
- Have your child independently draw and write about a home they would like to build. Later, ask, **Tell me about what you wrote. What would your home look like?**

Name: _____

If you could build a home, what would it look like?

Name: _____

If you could build a home, what would it look like?



STEM: Comparing Groups

- Hold up both hands, each with three fingers.
- Show one hand and ask, **Does this have more, less, or the same amount as the other hand? Yes, the same.**
- **Let's play a game. I will ask you to show me the same amount with your fingers, or a different amount.**
- Play two times asking for the same amount. Then point to a hand and say, **let's make this hand have less than the other, I will take some fingers away.** Repeat for more.



Independent Learning: Feeling Left Out

MATERIALS: paper, crayons or watercolor palette and paintbrush

- With your child, talk about times that you feel left out. Say, **Sometimes we might feel left out. Little Lief Loader felt left out when the other machines wouldn't let him help.**
- **Draw about a time that you felt left out.**
- Later, say, **Tell me about your picture. What could you do to feel better when you feel left out?**

Wednesday

PK4 Unit 3 Week 4 Day 18



Literacy: Blending Three-Syllable Words Review

- Say, **Let's blend three syllables to make a word!**
- **I will say three syllables. Put them together and tell me the word.** An (pause) i (pause) mal. **An-i-mal. What's the word?**
- Repeat for ambulance (am-bu-lance) and strawberry (straw-ber-ry). If your child needs you to tell them that's okay. They're still learning!



Read: *Mr. Star's New Home*

MATERIALS: [Mr. Star's New Home](#)

- Read *Mr. Star's New Home* together.
- After, ask, **How did Little Lief Loader feel when the other machines didn't want his help? What could you say to help him feel better?**



Wednesday

PK4 Unit 3 Week 4 Day 18



Let's Move: Construction Poses

- Say, **Let's play a game. We will make different poses and freeze.**
- Say, **Let's pose like a crane lifting something up.** Model.
- Give other suggestions: pose like you're drilling a hole, pose like you're using a wrench, etc.
- Switch roles. Have your child suggest poses.



Learning Together: Building a Family Fort

MATERIALS: Household items like sheets, pillows, cushions, chairs, couch

- Say, **Let's build a family fort or tent that we can sit in together.**
- With your child, look at pictures of different homemade forts or tents on a tablet or phone.
- Plan and build the fort together. You can make a simple fort by draping a sheet over 2 chairs spaced out to sit under. Or, make a larger fort with other items.



STEM: Building My Bridge

MATERIALS: bridge design created on Day 17, tape, recyclable items such as small plastic containers, paper towel rolls

- Show your child their bridge design and talk with them about building the bridge.
- Ask, **What kinds of materials will you use to make your bridge? What will you do first?**
- Allow your child to build their bridge independently.
- After, say, **Tell me about your bridge.**



Independent Learning: A Day on My Bridge

MATERIALS: crayons, paper

- Say, **You just built a bridge. Now, write or draw a story about a day on your bridge. What happens on your bridge?**
- Allow your child to independently write or draw about what happens during a day on their bridge.
- After, ask, **Can you tell me your story about a day on your bridge, please?**



Literacy: Let's Blend!

- Say, **Let's blend two and three syllables to make a word!**
- **I will say two or three syllables. Put them together and tell me the word. Door (pause) way. Door-way. What's the word?**
- Repeat for window (win-dow) and frustrated (frus-trat-ed). If your child needs you to tell them that's okay. They're still learning!




Journal Prompt: Why I Like Where I Live

MATERIALS: crayons, Why I Like Where I Live Journal Page

- Talk with your child about the city or town where you live.
- Have your child independently draw and write about what they like the most about their city or town.
- Later, ask, **Tell me about what you wrote. What do you like most about where you live?**

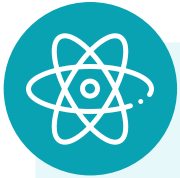
Name: _____

What do you like most about where you live?



Name: _____

What do you like most about where you live?



STEM: Make it More or Less

- Hold up one finger on each hand. Ask, **Do I have the same number of fingers up or does one have more? Yes, they are the same.**
- Ask, **What do I do to make this one (left hand) have more than this one (right hand)? Yes, I can raise more fingers.** Model.
- **Now you try. Show me the same amount of fingers on both hands. Now, make this one have less fingers, take some away.**
- Repeat 1-2 more times, asking your child to make one hand have more or less fingers. Help your child as necessary.



Independent Learning: Say Goodbye to Building

MATERIALS: paper, crayons

- Say, **We have been learning about building.** With your child, talk about their favorite part of learning about building. It could be their favorite activity or book.
- Have your child independently draw and write about their favorite part of this unit.
- After, say, **What did you write about? Why was that your favorite?**



Literacy: Following Two and Three-Step Directions

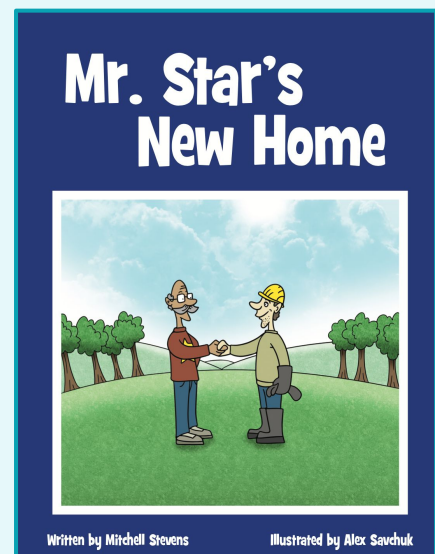
- Say, **Let's play Follow Me. Listen to what I say. Then do it!**
- Give your child two-step and three-step directions: touch your ears, then touch your chin, pat your head, laugh, then snap your fingers, etc.
- Switch roles so your child can give directions.



Read: *Mr. Star's New Home*

MATERIALS: [Mr. Star's New Home](#)

- Read *Mr. Star's New Home* together.
- After, ask, **Why do we need so many different machines when we build a house?**



Welcome to Unit 3! In Unit 3, your child will learn about the construction process - including making blueprints, construction workers, and the tools they use.

